

## FAMILY, NEIGHBORHOOD, SCHOOL COOPERATION IN INCREASING STUDENT'S STRONG MOTIVATION FOR EDUCATION

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### Abstract

This article analyzes the methodology developed to realize the emergence of family, Mahalla, school cooperation, this cooperation in increasing the strong motivation of students for education.

**Keywords:** family, Mahalla, school, education, student, educator, motivation, collaboration, task

### INTRODUCTION

The fact that emotions play an important role in the formation of family-valued relationships is that our feelings express our self, our self. The commonality of feelings and emotions penetrates into all aspects of our vital activity. The skill of involving the educator in the educational process and maintaining his interest is considered an important component of the emergence of an optimal emotional-valuable relationship in the family. This skill increases the positive interest of students in learning. This creates optimal conditions for increasing students' strong motivation for learning while engaging closely with all subjects of the educational process.

The next pedagogical principle, which affects the increase in the strong motivation of students for education, is considered pedagogical-psychological-support of students by parents and teachers.

The main principles of providing pedagogical-psychological assistance in increasing the strong motivation of students to education are the following:

consent of the student to receive assistance and support;

relying on the apparent power and potential capabilities of the individual;

instill in the reader the ability to overcome obstacles on their own;

working together, cooperation and support;

guaranteed confidentiality;

wanting and not evaluating good for others; security, health, rights and protection of human dignity;

“Don't hurt! implementation of the principle”;

reflexive-analytical approach to the process and result.

It can be confirmed that the idea of a human relationship should lie on the basis of pedagogical-psychological support. This idea refers to the interests, needs of interaction participants during the organization of joint activities; confidence in the student and parents; the feeling of accepting parents as his allies, all-rounders in arousing motivation towards education in the student; the approach to the family, parents, student, with an optimistic hypothesis in solving problems that arise; in increasing the strong motivation of students to receive education, the

family, Mahalla, determines and takes into account the sense of respect for each participant in the school cooperation process, his opinion.

The tolerant environment in the family is the most important value in the interaction of parents and children. Tolerance is an important component of the life position of a person who is an adult, has his own values, interests, moral rules and, if necessary, is able to protect them, but at the same time treats the positions and values of other people with respect.

As subjects who are actively in contact with an educational institution, parents, sensing a tolerant attitude towards themselves, begin to strive to organize conflicts that arise both with educators and with their children on the principles of respect, humanism, empathy, understanding.

Family psychotherapist A.V. According to the definition of Chernikov [109], the important role of the family in the occurrence of mental injury-causing experiences is determined by a number of circumstances:

the leadership of family relations in the system of interaction of individuals;

the versatility of family relationships and their interdependence;

excessive openness and, also, the weakness of the family member in relation to various internal family influences, including frustrations.

The main principles of relations between family members and educators based on mutual tolerance are considered: an active relationship between family members based on mutual respect and support; the monopoly of adult "knowledge of the truth" during the solution of emerging problems and questions, as well as, as a consequence of it, the abandonment of the firstborn position of guilt for the mistakes made to the

One of the tasks of the educator is to regulate the interaction of parents and children, this regulation contributes to the maturation of a sense of tolerance in the interacting parties, which is the study of the state of interaction of parents and children, monitoring the results; sorting out pedagogical tools for identifying difficulties and problems of interaction in the family and its regulation; optimal conditions, Accordingly, the prevailing atmosphere of benevolence in the family provides a person with a stable system of relations with respect to some serious problem in this family.

Universal ideals: good, Beauty, Truth – find expression in the real life of the community of educators (from the beauty of nature, the benevolent gaze of the educator to the true noble qualities of parents and students). The principle of love, respect, sympathy is followed and is still adhered to in every humanistic concept of Education.

Mutual openness and empathy, aimed at bringing one closer to another in the relationship between educators, parents and students, the formation of long-term informal contacts in the form of cooperation, as a result of which not only students and their parents achieve perfection, but also the skill of pedagogical teachers increases. Only love and respect as the basis of motivation ratio to education in students is considered a force capable of creating positive motivation, uniting them on a non-contradictory basis. As an imperative basis for the formation of a sense of Family Appreciation, motivation to work in the family in extracurricular activities is considered the next important principle of structuring a strong motivation of students in relation to education. The family should be organized as if it were a work team. In this, students

contribute to the well-being of their family as long as they have the strength, and are able to see by comparing their own needs with material aptitude.

The valuable-spiritual function covers the valuable relationships of the subjects of the educational process, which helps to deepen the traditions of their people and knowledge of family customs, traditions in general, to assimilate world culture from the position of nurturing familial human qualities, a sense of appreciation of adults and its small members in the family, in the color of

Communicative-managerial function promotes moral analysis and self-assessment of pedagogical interaction subjects, the development of an effective control system, relying on editing with the help of methods intended for educational relations in the process of constructive communication management, envisages the integration of interaction subjects on the principles of respect and love, is associated with the recognition of another "I" and the implementation of The sum of the mentioned functions ensures the integrity of family, Mahalla, school cooperation in increasing the strong motivation of students for education.

This collaborative process requires building on a technological drawing consisting of a sequence of work actions such as target identification, design, implementation, control and analysis (Figure 1).

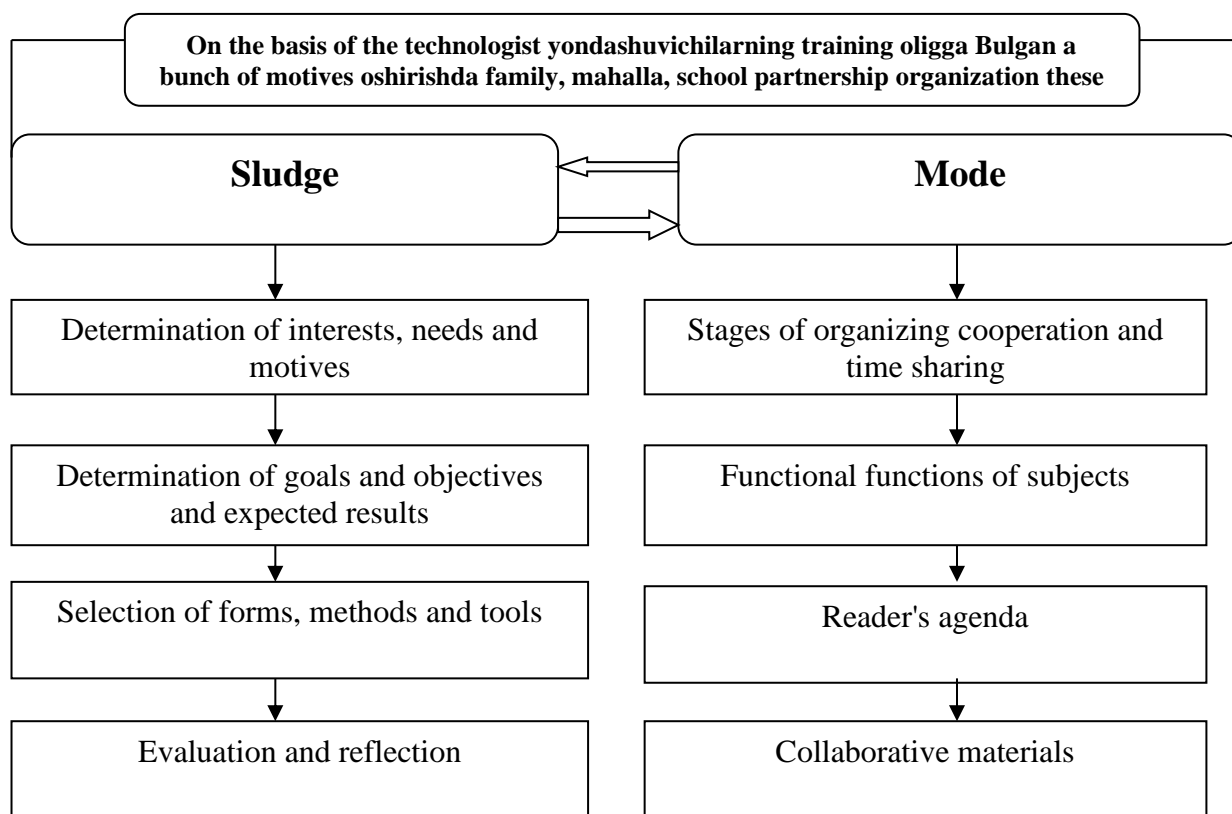


Figure 1. Stages of technologization of family, Mahalla, school cooperation in increasing the strong motivation of students to education

From Figure 1, it is seen that in increasing the strong motivation of students for education, family, Mahalla, school cooperation begins with the design of the process, initially identifying the interests, needs and motives that should be composed in students, that is, it assumes the content of their inner strength and opportunities for education in students.



The expression of the relationship between the achieved result with the results that can be achieved in the effectiveness of family, Mahalla, school cooperation aimed at structuring motivation in relation to education in students assumes the need to fulfill the following conditions in order to ensure productivity in the cooperation process: awareness of the importance and necessity of the need for education; consideration of; develop positive motivations for learning in students; create the necessary environment and favorable conditions to increase student's strong motivation for learning; build on effective cooperation in this process; take into account factors that influence student's strong motivation for learning.

The following methodological recommendations should be followed in the organization of family, Mahalla, school cooperation aimed at increasing the strong motivation of students for education:

1. Clarification of the tasks of the partnership to improve its effectiveness is a necessary condition of the project. These tasks must be skillfully interpreted and communicated to students. Subjects of the process should not forcibly transfer their point of view to students: it is necessary to convince students to make the necessary decisions, as if acceptance as their own decisions is being overcome.

2. Any collaborative process is designed on the basis of an active and complex direction. The first direction requires lively, creative, curious educational activities of students and, when necessary, directs diligence, the choice of situations that require active action. The latter requires the subjects of cooperation to carry out each task in every possible way efficiently.

3. All tasks that should be solved with the cooperation of the family, Mahalla, school, aimed at increasing the strong motivation of students to receive education should be consistent with the expected results. The tasks of cooperation are determined on the basis of a defined common goal

4. It is extremely important to define the content of increasing the strong motivation of students for education in connection with its tasks and conditions of implementation. When choosing a Material, it is necessary to focus on the sides of a positive impact on the upbringing of students. In order to avoid various mistakes in collaborative work, the subjects of the process must develop them, taking into account the points of view and interests of the students, as well as work on them.

5. Purposeful forms, methods and tools are designed individually for each stage of increasing students' strong motivation for learning. It should provide for the provision of the principles of activity, initiative, independence of technological components as much as possible.

6. It is necessary to try to achieve a high level of accuracy of the organization of family, Mahalla, school cooperation, aimed at increasing the strong motivation of students for education. Any collaborative event should become an "organizing school" for students. Preparation fosters qualities such as initiative, demanding, accessibility, commitment-sharing skills, quick coping with situations.

7. Variability in pedagogical processes and the width of the range of Motion are its distinguishing signs. It is good to strive to make extensive use of the fluency of classes, some students to each other. When designing measures, it should be remembered that the experience that the pedagogical influence brought in time in one class may not give exactly such a result in the other.

8. Forms of cooperation can be diverse. Students remember bright things for a long time, therefore, it is not advisable to repeat such activities, since it can lose its significance. Forms of cooperation are always difficult to find a new one, but it is advisable to re-develop the technology of their use.

9. The process of family, Mahalla, school cooperation, which is aimed at increasing the strong motivation of students for education, should be designed on the basis of high impact. As you know, a person who gets excited will be incredibly impressive. Each pedagogical means of influence should be conveyed in such a way that it helps to find close, harmonious aspects of the life of students and develop positive qualities in it, to make a decision on a stable life belief, to understand the landscape of the universe and reality.

The categories of purpose, content, form reveal the essence of the educational process (what it is aimed at, what it fills, what it is directed at, in what form it is completed).

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